

TAMASSEE—SALEM ELEMENTARY

9950 North Highway 11
Tamassee, South Carolina 29686

GRADES K-5 Elementary School

ENROLLMENT 272 Students

PRINCIPAL Myra A. Dillard 864-944-1527

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	27	0	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

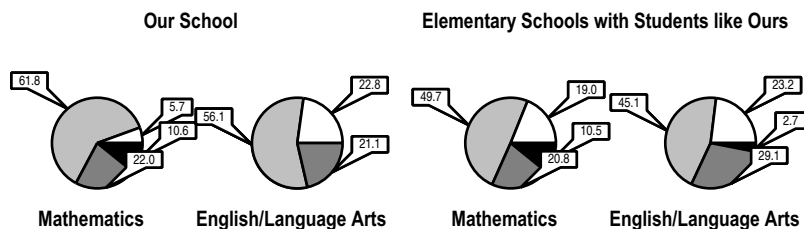
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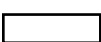
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	36	25
Percent satisfied with learning environment	100.0%	91.7%	88.0%
Percent satisfied with social and physical environment	100.0%	88.9%	73.9%
Percent satisfied with home-school relations	87.0%	94.4%	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	131	100.0	22.8	56.1	21.1	N/A	21.1	17.6
Gender								
Male	71	100.0	25.8	56.1	18.2	N/A	18.2	17.6
Female	60	100.0	19.3	56.1	24.6	N/A	24.6	17.6
Racial/Ethnic Group								
White	129	100.0	23.0	55.7	21.3	N/A	21.3	17.6
African-American	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	95	100.0	15.7	57.3	27.0	N/A	27.0	17.6
Disabled	36	100.0	41.2	52.9	5.9	N/A	5.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	131	100.0	22.8	56.1	21.1	N/A	21.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	131	100.0	22.3	56.2	21.5	N/A	21.5	17.6
Socio-Economic Status								
Subsidized meals	73	100.0	29.4	57.4	13.2	N/A	13.2	17.6
Full-pay meals	58	100.0	14.5	54.5	30.9	N/A	30.9	17.6

Mathematics								
All students	131	100.0	5.7	61.8	22.0	10.6	32.5	15.5
Gender								
Male	71	100.0	4.5	68.2	22.7	4.5	27.3	15.5
Female	60	100.0	7.0	54.4	21.1	17.5	38.6	15.5
Racial/Ethnic Group								
White	129	100.0	5.7	61.5	22.1	10.7	32.8	15.5
African-American	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	95	100.0	4.5	57.3	25.8	12.4	38.2	15.5
Disabled	36	100.0	8.8	73.5	11.8	5.9	17.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	131	100.0	5.7	61.8	22.0	10.6	32.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	131	100.0	5.8	61.2	22.3	10.7	33.1	15.5
Socio-Economic Status								
Subsidized meals	73	100.0	7.4	72.1	14.7	5.9	20.6	15.5
Full-pay meals	58	100.0	3.6	49.1	30.9	16.4	47.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	48	N/A	27.1	47.9	22.9	2.1	25.0
	Grade 4	35	N/A	25.7	51.4	17.1	5.7	22.9
	Grade 5	37	N/A	24.3	54.1	21.6	N/A	21.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	7.5	62.5	30.0	N/A	30.0
	Grade 4	48	100.0	35.4	45.8	18.8	N/A	18.8
	Grade 5	40	100.0	22.9	62.9	14.3	N/A	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	48	N/A	33.3	47.9	16.7	2.1	18.8
	Grade 4	35	N/A	20.0	20.0	37.1	22.9	60.0
	Grade 5	37	N/A	32.4	51.4	13.5	2.7	16.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	43	100.0	2.5	75.0	17.5	5.0	22.5
	Grade 4	48	100.0	6.3	58.3	25.0	10.4	35.4
	Grade 5	40	100.0	8.6	51.4	22.9	17.1	40.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 272)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.8%	Up from 2.8%	2.6%	2.4%
Attendance rate	96.7%	Up from 96.5%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.9%	Up from 9.1%	16.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.6%	Up from 13.8%	8.9%	8.0%
Older than usual for grade	0.4%	Down from 0.8%	1.0%	1.1%
Suspended or expelled	1.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	45.8%	Down from 47.8%	47.6%	50.0%
Continuing contract teachers	91.7%	Up from 78.3%	87.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.7%	Up from 79.1%	88.0%	86.2%
Teacher attendance rate	95.1%	Up from 93.4%	95.3%	95.3%
Average teacher salary	\$41,738	Up 6.6%	\$39,830	\$39,909
Prof. development days/teacher	11.5 days	Up from 8.8 days	11.0 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio	18.5 to 1	Up from 16.0 to 1	19.2 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 87.7%	89.8%	89.7%
Dollars spent per pupil*	\$4,478	Down 58.6%	\$5,818	\$5,892
Percent spent on teacher salaries*	56.8%	Down from 62.6%	65.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 80.4%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school remains committed to providing our students with the best possible education. We participated in the State Department curriculum calibration in order to increase our knowledge of the state standards and how we can increase the quality of our instruction and assessment. This past summer our teachers took courses in integrating curriculum, instruction, and assessment. A team from our school attended seminars on curriculum mapping.

Our teachers received district support and training for the implementation of Everyday Mathematics. Our students receive a minimum of eighty minutes in daily math instruction. Family Math Nights are held for the parents of all students. We also continue to offer individualized math lessons at least twice a week in our computer lab for students in grades 1 - 5.

Half of the fifth grade students were inducted into the Jr. Beta Club. Fourteen students were served in our Gifted and Talented program. Four of our students represented our school at the AOP Science Fair. One of our students' essays won the district level for the Lt. Governor's Writing Award. Our students were given the opportunity to be a part of an Art Club, Science Club, Chorus, and/or Orchestra. Twenty-four of our students had artwork displayed at the Blue Ridge Art Association.

Our school had many exciting projects this past year. We collected books to start a school library on an island in the Bahamas. Our Beta Club started a school-wide recycling program. We also participated in Jump Rope for Heart and St. Jude's Mathathon.

The creation of the Cougar Celebration Hall acknowledges our pride in the progress of our students in all areas of their lives. On this hall we recognize students for their achievements in academics, creativity, and character. We appreciate the support of our Tamassee-Salem families who volunteer many hours to our students and also their attendance at our Back-to-School Night, Open House, Grandparents' Week, report card meetings, Math Nights, PTO events, concerts, and other programs. Our students may leave our halls, but they never leave our hearts.

Myra A. Dillard

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.